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ABSTRACT

The course described in this teacher's guide is intended to create an awareness of the pervasiveness of sexism in American culture as reflected in the language. Following an overview of the course, the guide provides a discussion of teaching methods that have proven useful in pilot studies of the course, including the following topics: introduction to linguistic principles; illustrations of linguistic principles: field work, analysis, and discussion; small group activities; supplementary field work; the keeping of a journal; and ways to grade. The course is based on four linguistic principles and the guide discusses each of the principles: (1) a language reflects the culture and values of its speakers; (2) language forms reflect the viewpoint of the majority or the powerful groups in a society; (3) exaggeration is an integral part of the communication process; and (4) language changes continuously, but in different ways with different speakers. For each principle there are activities and assignments with sexist examples provided, suggestions for relevant composition topics, and examples for supplementary discussion topics. (MKM)

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CHANGING WORDS IN A CHANGING WORLD

INSTRUCTOR'S GUIDE

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Women's Educational Equity Act Program
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PREFACE

Changing Words in a Changing World has two main purposes:

- to introduce students to principles and methods of linguistic inquiry
- to bring about an awareness of the pervasiveness of sexism in American culture.

In bringing these two goals together, the material has been organized around four principles of linguistics, as follows:

- A language reflects the culture and values of its speakers.
- Language forms reflect the viewpoint of the majority or the powerful groups in a society.
- Exaggeration is an integral part of the communication process.
- Language changes continuously, but in different ways with different speakers.

These linguistic principles have been tested and found to hold true in a variety of languages by a number of linguists, but they have never before been illustrated as they apply to differences in language by and about males and females.

The Changing Words program was developed under a grant from the Women's Educational Equity Act Program awarded to the Department of Educational Technology and Library Science at Arizona State University. Project director and author of the materials was Alleen Pace Nilsen, who in 1977 edited Sexism and Language for the National Council of Teachers of English.

The intended audience is advanced high school students and beginning college students in such English classes as composition, mass media, and linguistics, or in other classes which deal with sex roles and social relations. Adult groups working to understand aspects of sexism will also find the materials interesting. Portions of the instruction can be used in workshops and pre- and in-service training programs for teachers.

The instructional program has purposely been kept short so that it can be incorporated as a supplement to already established classes. Instruction takes no more than four weeks of class time (i.e., 20 hours of instructional time in high school or 12 hours in college). It is planned to be of interest to both males and females and to people with varying degrees of commitment to the feminist movement.

The materials were developed in four stages. During the first stage, participatory development, the author worked with senior students in an advanced English seminar at a suburban high school in Arizona. In addition to establishing the tone and general organization of the book, these students contributed portions of the text, including "Comments from Other Students." In the second stage, the book was pilot tested with both high school and college students and evaluated by nationally known linguists. Based on the reactions of the students, their teachers, and the linguistic consultants, revisions were made and the materials were field tested, again with both high school and college students. After the field testing, evaluations and revisions were made and a final field-test copy was prepared and mailed to 450 educators for nationwide evaluation.

Aspects of the program that evoked positive reactions from evaluators included the following:

1. the light and generally non-threatening tone
2. the specific and current examples of language change that add credibility and concreteness to the more abstract principles
3. the lending of perspective to the topic of sexism and language by placing it in a larger linguistic context
4. the inclusion of both males and females as an intended audience
5. the "Field Work, Analysis, and Discussion" sections, which require students to think about the topic and to make original observations

OVERVIEW

To avoid unnecessary repetition, the directions in this guide are written with the assumption that the teacher has read the complete student manual and will have it on hand to refer to in conjunction with the material that follows in this guide. The plan of the guide for each of the linguistic principles is first to give an overview of the principle and then to list activities and assignments as they relate to each of the subsections. There is the potential for covering four items relating to each subsection, but in most cases material is provided for only one or two of the following categories:

1. Relevant "Comments from Other Students"
2. Relevant problems from "Field Work, Analysis, and Discussion"
3. A relevant "Composition" topic
4. Supplementary discussion

The reason that these items are listed in conjunction with the subsections is to give the instructor help in planning a variety of activities. Highly motivated students, such as those in a women's studies course or an adult workshop having chosen to focus on linguistic sexism, might do perfectly well by reading the introductory essay to each linguistic principle, followed by reading each of the subsections. After the students have finished all of the reading, then the most interesting parts of the "Field Work, Analysis, and Discussion" could be chosen and worked on. But in the more typical class, the successful program will be the one in which the teacher leads a variety of activities, interspersing the reading with class discussions, analysis tasks, and writing assignments. For example, after a subsection is read, the teacher might read aloud one or two "Comments from Other Students," which could serve as the beginning of a class discussion. Or the class might be divided for one of the small-group tasks, or individuals could be assigned to do one of the analysis tasks and then report to the rest of the group.

Students who complete this program successfully should acquire the following skills:

1. They will be able to give examples showing how present-day language customs reveal the sexist attitudes of the cultural and literary ancestors of today's English speakers.
2. They will be able to give examples showing how there is a time lag between cultural change and language change.

3. They will be able to give evidence showing that sexism in a language is a part of sexism in a culture.
4. They will be able to give examples showing how the most powerful speakers in a group influence the language so that it is complimentary to themselves.
5. They will be able to explain how the grammar of English works against a fair and accurate treatment of females.
6. They will be able to give examples of ways in which differences between males and females are exaggerated.
7. They will be able to recognize sexism when it is used as a selling technique and to find and analyze advertisements based on sexist presuppositions.
8. They will be able to recognize different types of linguistic sexism--for example:
   a. overgeneralization and stereotyping of males and/or females
   b. unintentional omission of one sex or the other from communication acts
   c. the demeaning of one sex or the other
9. They will be able to suggest alternatives to sexist language usage.
10. They will be able to note language change as it occurs around them and find examples in the print media that illustrate such changes.

During the field testing, there was evidence that the learning unit brought about changes both in attitudes toward sexism and in language use. However, the changes were not as dramatic as the developer had hoped. As measured on a standardized attitude inventory (the Attitude toward Women Scale), there were some statistically significant changes in attitude, although these changes were small. Perhaps a four-week unit on the social aspects of language usage should be considered just the beginning in planting seeds that will need further nurturing if they are to bring about real change.

There was evidence that students became interested in bringing about language change, but they were more inclined to focus on other people's usage than on their own. For example, one mother reported that her daughter asked her to change signing her name from the Mrs. John Smith pattern to the Sue Smith pattern. Another mother, who is a journalist, said that her son asked her why she did not include her family name or maiden name on articles she wrote. And one of the field-test teachers reported that when the students returned to their regular grammar textbook, they were critical of exercises that were designed to teach them to use masculine pronouns in reference to both males and females.

Since there is a cumulative effect, the materials are organized in the order in which they should be taught. It is intended that study of each linguistic principle be accomplished in about one week. Although it may be tempting to continue discussions for a longer period of time, in general this is not advisable. Evidence from preliminary tryouts indicates that lingering over lessons in the hope of getting agreement on every point seems to be a matter of diminishing returns. Those students who came into class with negative feelings toward the feminist movement resented spending "extra" time that often turned into arguments about personal philosophies or trivial language usage.

The issue of sexism has been written and talked about so much in the mass media during the past ten years that most people have already formed opinions and attitudes. As with any controversial issue, these attitudes are different from person to person and affect each person's perception of any related information. In the hope of avoiding negative reactions from students who are filtering all of the information through their previously developed attitudes about sexism, the text has been arranged so that the linguistic information about which students are likely to have neutral feelings comes first. This procedure was adopted to get students involved in or committed to learning the material without receiving interference from their emotional attitudes and to make it clear to both students and interested adults that the lessons contain academic content that is both serious and worthwhile.

As a further attempt to keep students' learning from being impaired by negative feelings, such overused and inflammatory terms as sexism, women's liberation, women's lib, male chauvinist, consciousness raising, and ERA were avoided wherever alternative terms could be found. Teachers are advised to make a special effort to keep the discussions from turning into male or female gripe sessions that threaten members of the opposite sex so that they either sit sullenly or lash out defensively with "put-downs" and/or bragging. At this particular stage of the movement for human rights, what is probably needed is some healing of wounds rather than a building up of further antagonism between the sexes, or between people with different attitudes.

Another opportunity for extending social fairness is the use of examples from different cultures throughout the manual. Teachers can encourage students

to come up with their own examples of how linguistic biases affect other cultural groups in society.

The sociolinguistic aspect of the material is especially valuable in introducing young adults to modern techniques of language study. The observation and analysis method of studying language is the approach taken in many college courses, and it differs considerably from the idea of linguistics that many students have developed based on the traditional grammar they studied throughout elementary school and high school.

It is more important that students begin to understand the method of study than that they agree on the social issues used to illustrate the linguistic principles. It should be expected that students will disagree on these social issues. The purpose is neither to offer solutions nor to unify thinking. Instead, it is to bring the issues out into the open and to help young adults see how deeply rooted sexism is in American culture. The program should be considered a success if students come away with a newly developed sense of awareness so that they will look critically at whatever ways their own lives are affected by sexism.

TEACHING METHODS

A typical week spent on one of the linguistic principles might be organized as follows. More of the work will be done outside of class for groups meeting on a less than daily basis.

Day 1: The students read the introductory essay.

The teacher leads a lecture-discussion and sees that the students understand the linguistic terminology and the principle being taught.

The teacher looks ahead and assigns as homework those tasks from "Field Work, Analysis, and Discussion" and "Composition" which need outside research.

Day 2: The students spend half the period reading the illustrative essays. The teacher leads a discussion of the material in the illustrations during the rest of the period.

Day 3: The students work individually or in small groups doing analyses of one or two of the problems in the "Field Work, Analysis, and Discussion" section. The teacher might assign different problems to different groups. The students report aloud on the conclusions they have reached.

Day 4: The students write a composition, working individually.

Day 5: The teacher leads a discussion and sharing of ideas from the compositions. The unit is summed up, and final ideas are exchanged in readiness for going on to the next principle.

INTRODUCTION TO LINGUISTIC PRINCIPLES

How much of the material should be assigned as individual reading is dependent on the reading abilities and the levels of language sophistication of the students in the class. In some classes, it would be wise for the teacher to present the introductory essay as a combination lecture/discussion. In other classes, it could be assigned for outside reading, with a follow-up discussion held in class to make sure that the students understand the linguistic terminology and the concepts being treated.

ILLUSTRATIONS OF THE LINGUISTIC PRINCIPLES

A similar method could be followed here, with mature students doing the reading independently and then discussing the information as a group. In between the reading of the various sections, teachers can lead discussions in which students share their ideas or give further evidence or contradictory examples. As a stimulus to this kind of discussion, the teacher might bring

in the relevant problems from the "Field Work, Analysis, and Discussion" sections and also read aloud the relevant "Comments from Other Students." Most of these comments were made by the first groups of students studying these same materials. The comments were then selected from a larger collection as being the most interesting by students who participated in the later field tests. Therefore, "Comments from Other Students" should be good "seeds" for starting class discussions.

FIELD WORK, ANALYSIS, AND DISCUSSION

To some of the questions posed in these sections, there are no right and wrong answers. Although some students found this frustrating, most enjoyed the challenge of working on real problems that required them to use their own experience with language to figure out reasons for usages that they had always taken for granted. One value of this section is that the problems can be studied in different ways. Varying the approaches makes a class more interesting. Some of the problems are appropriate for individual research and writing of the answers; others are appropriate for the whole class to ponder at the same time; and still others are good for small groups to work on, pooling their ideas and reporting to the class as a whole.

SMALL-GROUP ACTIVITIES

Small-group work is especially recommended because more students are able to get involved and to express their opinions. Because of the controversial nature of the topic, many students are too shy to speak out in front of the whole class; but during the field testing, it was noticed that when they were in small groups students did not feel as much social pressure to make their comments conform to the traditional stereotypes of appropriate male and female attitudes and behaviors. Nor were they as tempted to "grandstand" through insulting one sex or the other.

SUPPLEMENTARY FIELD WORK

Another effective technique for getting students involved with the materials in the unit is to encourage them to do additional field work. One field-test teacher had each of her students devise an opinion survey, a tool for analyzing a book or something in the mass media, or a survey to measure some aspect of commercial sexism. She did this toward the end of the unit. She reported that when her students questioned other people, they were surprised

at how unaware of sexism the general public was. Students who had not previously shown a particular interest in the unit developed a sense of ownership by finding themselves in the position of explaining ideas and issues to people who had never heard about them. Reporting to the class on their field work was also good for promoting personal involvement and decision making.

THE KEEPING OF A JOURNAL

Another extra assignment that one teacher reported as being a success was the keeping of a journal. Students wrote their thoughts as they went along. They were assigned to make five entries a week. Included were their responses to selected parts of the "Field Work, Analysis, and Discussion" sections as well as the "Composition" sections. The students were also asked to include and comment on any cartoons, news clippings, and advertisements they could find relating to sexism and language.

GRADING

The same teacher gave students a grade for the unit based on their journal. Some teachers gave individual grades on compositions, whereas other teachers did not give any grades because of the experimental nature of the material. However, in retrospect, it was the general consensus among teachers and the developer that students learn the most if the material is considered a regular part of the class and if grades are given in the same manner in which they are given for other units of study. For teachers wishing to give a formal test at the end of the unit, one is provided on pages 33-34 of this instructor's guide. It is drawn from questions used in the pre- and post-field-testing. Grades might also be given on some or all of the compositions, but teachers should be careful not to penalize students for the opinions they express. An alternative to grading the weekly compositions is peer review. For example, after the papers have been turned in, the teacher should pass them back to other students. Each student should then go over one essay and write or orally deliver a critique. Another way to get peer feedback is for a small group of students to serve as an editorial board, reading one another's essays and selecting portions to print in a class publication comparable to the "Comments from Other Students" section. The issue of linguistic sexism is still new enough that a school or community newspaper might be interested in doing a feature story based on such a compilation.

INTRODUCTION AND LINGUISTIC PRINCIPLE 1: A LANGUAGE REFLECTS THE CULTURE AND VALUES OF ITS SPEAKERS (pages 1-16)

OVERVIEW

Introduce Changing Words in a Changing World. Stress the newness of it and explain how, through a supplementary manual such as this, it is possible to study language as it is developing right now.

Talk a little about the work that linguists do and the work that sociologists do, and then explain that the manual is an introduction to both of these fields. When combined in this way, the topic is called sociolinguistics.

Draw students' attention to the Glossary on pages 65 and 66. Encourage them to use it as they read the materials and do the analysis problems.

Give the highlights from the Introduction, which students do not need to read unless they wish to. Begin the study of Linguistic Principle 1 as suggested in the previous section. Plan a variety of class activities and make assignments in advance so that students will have time to gather information when it is needed for the particular problems as noted below. The "Activities and Assignments" section that follows includes suggestions for using relevant student comments, problems from "Field Work, Analysis, and Discussion," and composition topics. Also included are suggestions for supplementary discussion.

ACTIVITIES AND ASSIGNMENTS

People's Names (pages 3-5)

Relevant "Comments from Other Students" (page 6)

a, b, c

Relevant Problems from "Field Work, Analysis, and Discussion" (page 15)

1. For class discussion--no outside preparation is needed.
2. For individual student work--out-of-class research is beneficial.

Relevant Composition Topic (page 16)

2. Out-of-class research is beneficial. It would help to have dictionaries, or other books that give the meanings of names, available in the classroom.

Supplementary Discussion

Some linguists have observed that people are much more inclined to refer to women they have just met by their first names, whereas they call men Mr. For example, receptionists making appointments or sales personnel finalizing the paperwork on a sale will say something like, "Thank you, Betty Lou," but to a man will say, "Thank you, Mr. Jones." Students might discuss or devise a way to find out whether this is true. If so, then they might also discuss what is at the root of it. Is it lack of respect, complications caused by not knowing whether to say Mrs., Ms., or Miss, or something else?

Another male/female difference is that when boys grow up, they usually shed nicknames such as Billy, Tommy, Joey, and Nicky. They become William, Thomas, Joseph, and Nicholas. But females are given diminutive names as their only names--for example, Joy, Betty, Kitty, Minnie, and Julie. They must keep these names all their lives. Some people think this contributes to classing women and children together. What do your students think?

Place Names (page 7)

Relevant Problem from "Field Work, Analysis, and Discussion" (page 15)

2. Out-of-class research is beneficial. It would help to have state and city maps and a telephone directory, listing the names of schools and other public places, available.

Supplementary Discussion

An interesting comparison that could be drawn from studying street names is the difference between the streets named after men and those named after women. In Tempe, Arizona, women's names are seen in residential areas. There is a Rita Lane, East Elna Rae, and Julie Drive. But the main thoroughfares are named after men who were historically important in settling either the Tempe area or the state of Arizona. Only the men's last names are used, as in McClintock Drive, Hayden Road, Price Road, and Mill Avenue. Is this pattern typical in your town?

Another point is that in honoring women, those who are really admired do not have the qualities that society claims it wants for its good citizens. For example, the most well known women in the United States are usually movie stars or singers, but people would not want to send their children to a school named after Cher or Marie Osmond. People would even be surprised to see a Jackie Kennedy or a Jackie Onassis school.

Eponyms (page 8)

Supplementary Discussion

Advanced students or adult teachers of English might be interested in how the English-teaching profession has personified the overly fussy English teacher as Miss Fidditch and the censor as Mrs. Grundy or Miss Thistlebottom. These are derogatory terms that frequently appear in professional articles criticizing English-teaching methods.

Language Customs and Weddings (pages 9-10)

Supplementary Discussion

Bring in wedding stories and announcements from newspapers and analyze the difference in the information given about the bride and the groom.

Ask one or more students to bring in a copy of a magazine devoted to weddings such as Bride's Magazine. Why isn't there a Groom's Magazine?

List on the chalkboard the kinds of expenses that go into a big wedding. Discuss why and how commercial interests promote this kind of spending.

Marriage and People's Names (pages 11-12)

Relevant "Comments from Other Students" (page 14)

d, e, f, g, h, i, j, k

Relevant Problems from "Field Work, Analysis, and Discussion" (page 15)

3. Out-of-class research is necessary. When students bring back their results, these could be compiled in one large chart on the chalkboard. The more respondents, the clearer the picture of local preferences will be.

4. Small-group work could be done in class, using different newspapers. Since newspapers are so easy to acquire, you could bring in enough different papers to give each of the five or six groups a newspaper for analysis. After the group has studied the paper, they can report their findings to the class as a whole and comparisons can be drawn. Try to include a college newspaper, a small community paper, a big city daily, and a special interest paper in the samples. Some of the reasons for inconsistency are that individual women will give their names to news reporters in different styles, different section editors of the paper may have their own preferences, and news that comes in on a wire service may have a style different from that of the home newspaper.

CONCLUSION

Complete as a group any of the "Field Work, Analysis, and Discussion" questions that have not already been done. As a concluding activity to this first module, have students write their essays. These essays can serve as the groundwork for a summarizing discussion. Read excerpts from some of the most interesting papers and elicit comments from class members. As you lead the discussion, stress the main point of this first lesson, which is that people's thoughts and values are revealed through the words they use.

LINGUISTIC PRINCIPLE 2: LANGUAGE FORMS REFLECT THE VIEWPOINT OF THE MAJORITY OR THE POWERFUL GROUPS IN A SOCIETY (pages 17-30)

OVERVIEW

In relation to sexism and language, the point of this lesson is that when English was standardized, it was males who were in positions of power and authority. This is at least a partial explanation of why masculine rather than feminine pronouns are used to refer to people in mixed groups or to people whose sex is unknown. It is also an explanation of why so many masculine-sounding words are used to refer to people of both sexes. However, the point to stress is that such decisions were not made intentionally to "put down" women. And it does little good to go around looking for someone to blame. There is no one now living who participated in making the decisions. And even if they were living, it would be hard to hold anyone accountable. The men were just doing what all speakers do. They were designing language that was flattering to themselves.

Even today, when the science of linguistics has progressed to a stage in which knowledgeable people understand the implications of such decisions, a strong commitment to language fairness is required to combat old and established usages and to make new decisions that will be fair to everyone.

The examples about ethnic groups, left-handed people, and old people should serve to help students understand how ethnocentricity operates in language. It should also help students to put the problem of sexism in perspective and to understand it as part of a larger system of social attitudes that is damaging to individuals. Relevant comments for this discussion include a, c, and e on page 28.

ACTIVITIES AND ASSIGNMENTS

Language in Relation to Aging (pages 20-22)

Relevant Problems from "Field Work, Analysis, and Discussion" (page 29)

1. Class discussion--no outside preparation is needed. Wife or wives in these old usages meant simply woman or women, so the first phrase can be translated into "old women's tales," which is used as a description of superstitions or foolish beliefs. It reflects a prejudice against women that probably did have some basis in real life because women were not educated. The first five sets of phrases reflect this same prejudice. Throughout

history, men have been respected for their intellect and wisdom. They were the ones making the decisions about kingdoms and towns and family matters. It is especially interesting that whereas a king's attendants are called his wise men or his counselors, a queen's attendants are called her ladies in waiting, which is an exaggeration of the passive role women were expected to play in royal courts as well as in ordinary life.

The extra respect that is given to males and their male attendants is also the reason that we have the term man's man, but not woman's woman. A housewife is simply a woman of the house. Househusband would be repetitious, since the original meaning of husband, as explained on page 46, was "house bound." A fishwife was a woman who sold fish. The term developed the additional meaning of any woman with a loud and strident voice. Because of the physical strength required, men were more likely to be out catching the fish while the women stayed ashore and sold what was caught. This was a relatively low-prestige job.

2. This could be done as individual student work, but a variety of dictionaries are needed. If dictionaries are available in the classroom, the exercise could be efficiently handled in group discussion. Otherwise, it could be assigned as library research.

   The point is that father acquires a kind of prestige in old age that mother does not. Also, the discussion should help students to understand the kind of decision making that goes into compiling dictionaries.

3. In-class discussion: This is a vivid illustration of the different connotations of man and girl, and how they communicate more than age.

Relevant Composition Topic (page 30)

2. Out-of-class research is necessary.

Supplementary Discussion

Encourage students to bring in newspaper or magazine clippings that reflect cultural attitudes toward age. One of the purposes of this material is to help students develop an alertness to the language around them, and looking for relevant clippings is good practice. Discuss the implications of the clippings and what attitudes they reflect and/or promote.

The Pronoun Problem (pages 23-25)

Relevant "Comments from Other Students" (page 28)

f, g

Relevant Problem from "Field Work, Analysis, and Discussion" (page 29)

3. Individual work--a social studies, history, or similar kind of textbook is needed.

   Obviously, when an author uses masculine pronouns, the artist will follow through with mostly masculine illustrations. One way to illustrate the effect of pronouns on perception is to give some sample sentences. They might be written on the board. For example:

   "The best candidate will be hired regardless of his race, creed, color, or sex."

   Discuss the effect of this announcement, which actually has appeared. Does it sound contradictory?

   What about this message that a man received in a fortune cookie:

   "An admirer is concealing his affection from you."

Supplementary Discussion

Encourage students to look for clippings that show a new awareness of the meaning being communicated by a pronoun. In some languages, gender-markers are considered little more than signals of grammatical agreement; but in English there is such a close correlation between sex and gender, as shown through the pronoun system, that it is very hard to separate a mental image of one sex from whatever pronoun is used. Time magazine is one of the publications which has publicly stated that it does not believe in the kinds of nonsexist language proposed in such guidelines as those found on pages 51-53; but when it did a story about Watergate and wanted readers to include Rose Mary Woods as a possible suspect in erasing the controversial White House tape, Time was careful to print that someone could have pressed "his or her" finger on the button.

The newspaper ad below is probably designed to insure that parents think of the possibility that their daughters as well as their sons can work as "paperboys."

RESPONSIBILITY
He or she can learn...
with a newspaper carrier route. Learning and meeting and handling people is part of the successful newspaper carrier's job. But, more

The Problem with Man (page 26)

Relevant "Comments from Other Students" (page 28)

b, d

Relevant Problems from "Field Work, Analysis, and Discussion" (page 29)

4. In-class discussion: The point of this question is to get students to think about the matter. Accept any reasonable comments. Some of the ways people have tried to check this out are by having young children draw pictures of cavemen; by having college students identify in timed tests the picture they think best illustrates a point (man was the term used with the experimental group, whereas person was used with the control group); and by discussing people's thought processes after they have made a decision about a sentence that includes a masculine-sounding word.

5. In-class individual work, followed by class discussion: There should be disagreement among students. The point of this comment is that no one knows, and language is not the kind of thing someone can made an arbitrary decision about. Before discussing this question, you might write the following sentences on the chalkboard and have students rank them as to the ease with which they would say each one in reference to a female. Again, the point is that people will disagree, which shows the ambiguity of masculine-sounding generic terms.

   a. Are there any girls here who can man the booth this afternoon?

   b. Susy, will you be chairman of the group?

   c. Shirley MacLaine packs in the audiences for her one-man shows.

   d. There are kits available so that the layman can diagnose her own pregnancy.

   e. Sally was a ballboy for the San Francisco Strings.

   f. My niece wants a paperboy's job.

   g. In the 1960s, Jacqueline Kennedy was an influential patron of the arts.

   You might discuss the point at which masculine terms trigger people to think of males. For some people, it might be only when the word man is used by itself. Others may react when it is an affix, as in chairman; and still others might react even when it is a foreign borrowing, as in patron, which is Latin for father. Sarah Lawrence College is so sensitive to this issue that they now have an Alumnae/i Office.

Supplementary Discussion

Cut samples from a book of quotations, or have students bring in clippings which contain the word man. Make a bulletin-board display with three

sections. In one section, put clippings that refer to males, in another section put clippings that refer to both males and females, and in another section put the ambiguous ones--those whose referent is impossible to figure out. In one of the field test classes, twenty-two clippings were brought in. The only one that clearly referred to both males and females was one stating that the death of Margaret Mead was a loss "to the family of man."

An interesting example for discussion is the Manpower company, which provides temporary workers. Many of the positions of a temporary nature are for secretarial help, yet the name of the company makes potential employers think of males, especially now that people have been discussing the idea that man really means "male" rather than "human." The company faces a problem. Either they have to change their name, which would waste many years of advertising, or they have to communicate in some way that their intention in using the word manpower is to refer to women as well as men. What they have begun doing is to emphasize secretarial help in their advertisements. One large billboard showed an elegant secretary with a long-stemmed rose at her desk and the slogan "Manpower's place is in the office." They have also created a feminine-looking "man," which is awarded to their best secretaries on a necklace. This is featured in their advertisements that include a picture of a woman. When there isn't room for a whole picture, a woman's carefully manicured fingernail is shown against a business card with the advertising slogan printed on it, or a woman is pictured in close proximity to the name.

The point of such a discussion is to alert students to the communication problems surrounding the so-called masculine generic terms. They will be more careful in both their reading and their writing when they realize the potential for confusion. Students can be shown the sample clippings on the next two pages, but they will learn more about how common this problem is by finding clippings themselves.

CONCLUSION

Again, use the students' essays as the groundwork for a summarizing discussion. Read excerpts from some of the most interesting papers and elicit comments from class members. As you lead the discussion, stress the point that no one is to blame for the way English is today. It simply developed in the way it did because of historical conditions, but--as will be shown in the last section of the book--there are many conditions today which are bringing about changes.

LINGUISTIC PRINCIPLE 3: EXAGGERATION IS AN INTEGRAL PART OF THE COMMUNICATION PROCESS (pages 31-42)

OVERVIEW

In connection with understanding how common exaggeration is, students might look at cartoons and discuss the art of caricature. For example, with recent presidents, cartoonists picked one feature to make distinctive. With Richard Nixon, it was his nose; with Gerald Ford, it was his bald forehead; and with Jimmy Carter, it was his teeth when he smiled.

Students who have not worked very much with metaphor might profit from an extra discussion about metaphors and how they work.

ACTIVITIES AND ASSIGNMENTS

Presuppositions about Females and Males (pages 34-35)

Relevant "Comments from Other Students" (page 39)

e, f

Relevant Problems from "Field Work, Analysis, and Discussion (pages 40-41)

4. Class discussion--no outside preparation is needed. There may be additional underlying assumptions that students will suggest, but these are some of them:

   a. Women wouldn't use real power tools.
      A woman's job is keeping herself beautiful.
      Women are expected to work at this job.
      Men value women mainly for their beauty.

   b. Men are incompetent in the kitchen.
      (Men are as helpless as children who, because of their youth and inexperience, can do only easy jobs.)

   c. It is less usual for women than for men to be driving.
      It is more important for women than for men to be rescued.

   d. Men are the ones who shop for cars.
      Men get "hooked" by beautiful women.

   e. The "best" a woman can be relates to her personal appearance.

   f. Men are the rulers (or kings) of their homes. (This positive image makes it easier for men to do their yard work. If they thought of themselves as the gardeners or servants instead of the kings, they would have negative feelings.)

5. Class discussion--no outside preparation is needed. The main difference in these terms is that with a female it is actual physical characteristics that are described, whereas beautiful man and beautiful person are more likely to be interpreted as referring

to the whole person, including mental and emotional characteristics. Notice that pretty is reserved for women and children. When in the 1920s and 1930s, Charles Floyd, a notorious bandit and member of the Dillinger gang, was called "Pretty Boy" Floyd, it was a disparaging nickname.

Metaphors and Symbolization (page 33)

Relevant Problems from "Field Work, Analysis, and Discussion" (pages 40-41)

1. Individual work, followed by class discussion: Although no one knows for sure just how these usages began, the following explanations have been proposed.

mother nature	Nature produces things, as does the female of most species.
old man winter	Winter is harsh; harshness is a masculine stereotype. Note that spring is often portrayed as feminine.
black widow spider	After mating, the female sometimes eats the male. Few people seem to realize that as soon as the eggs are laid, the female dies.
daddy longlegs spider	It may be portrayed as male because it is so active or because it isn't any of the extremes that are thought of as feminine such as prettiness and motherhood.
lazy Susan serving tray	This is part of the kitchen domain. Women and waitresses are kitchen maids.
La Z Boy lounging chair	This brand name for a chair is based on the stereotype that a father comes home from a hard day's work and needs an easy chair to rest in. (In a similar situation to the Manpower company's, this company is now dealing with the problem of how to market their product to women, too. They have made a double-sized reclining chair, which they advertise with the slogan "Every two should have one." But so far, they have not advertised directly to a female audience.)
ships referred to by feminine pronouns	Among the explanations offered are: (a) a feeling of intimacy, (b) a comparison to being inside a womb, and (c) a reference to grace and beauty.
man-of-war battleship	War has been a male pursuit. Maybe the need was felt to distinguish between a warship and the general idea of ships as feminine.
justice portrayed as a woman	Women are thought to be kinder and to have softer hearts.

a father of modern science	It is mostly males who have been scientists.
ladybug	This is such a pretty, dainty little bug that it represents the positive kind of feelings held toward females. Note that ladybird is a dialectal alternative and that this was the loving name given to Ladybird Johnson when she was a baby.

Care should be taken when these metaphors are discussed to keep students from getting the idea that anyone is recommending dropping these metaphors from the language. The point of this problem is simply that such metaphors reflect the contrasting ideas people have held about males and females; the metaphors are interesting to discuss as evidence of cultural beliefs. In some groups who discussed these terms, there was a tendency for people to begin arguing over which sex came out the best. That kind of argument does little to advance understanding and should be discouraged.

2. Individual work, followed by class discussion: Most people divide the metaphors into the following male and female groupings:

Male	Female
a beast	a bird
to be bullheaded	a social butterfly
to be strong as an elephant	to be catty
a jackass	a chick
a rat	to be kittenish
a loan shark	a lamb
a tiger	to be mousy
to go tomcatting around	a shrew
a vulture	a tigress
a wolf	a vixen

The most striking contrast is in the size of the animals. The ones with male referents are generally bigger than the ones with female referents. Also, they are usually more strongly negative because they imply strength or power that someone has over someone else. This is a good place to show how language can be unfair to males. Stereotypes damage both males and females by exaggerating qualities that all people have in small degrees and by making the qualities seem to be the exclusive property of males or females.

A similar example could be discussed in relation to plant metaphors. In other places in the manual, it has been shown how females are referred to with the names of flowers and small plants. But "Old Hickory," "sturdy as an oak," "the Tall Pine of the North," and "chip off the old block" have all been said about men, but not women. The difference in size between a tree and a flower is certainly an exaggeration of the difference in size between men and women.

Supplementary Discussion

You might encourage students to analyze joke books, especially old ones, for sexism. There will often be whole sections devoted to women or mothers-in-law, with no corresponding sections devoted to men or fathers-in-law. Another possibility is to listen to some of the recently released tapes made from old radio shows, such as "Amos and Andy" or "Fibber McGee and Molly," to see how much of the humor was based on sexism.

Exaggeration for Commercial Purposes (pages 36-37)

Relevant "Comments from Other Students" (page 39)

a, b, c, d

Relevant Problems from "Field Work, Analysis, and Discussion (pages 40-41)

3. In class discussion--newspaper and magazine ads and mail order catalogs will be helpful: Hair dryers were among the things that field-test students suggested as ridiculous examples. One company actually makes a brown one for men and an orange one for women. Males in the class said they would feel funny about using the orange one, even though everyone agreed that hot air is hot air. Boys' and girls' bicycles were another item that interested students--especially the difference in coloring and the flowers on the baskets for small girls. Girls' bicycles are actually more fragile than boys' bikes. The original design was so girls could wear skirts as they cycled, but very few females cycle in skirts anymore. Probably five times as many boys' as girls' bikes are made because it is acceptable for girls to ride boys' bikes, but not vice versa.

Relevant Composition Topics (page 42)

3. Out-of-class collection of advertisements is necessary, or magazines for clippings should be available in the room. This was one of the most popular composition assignments. Students were interested to see how their finances were affected by sexism. It was easy for them to find advertisements stressing male/female differences. Some of the words and phrases that ran through the advertisements are listed below:

manly
ultra feminine
especially for women
pampered lady
for men who don't have to prove anything
brawny, powerful, and tough
a touch of womanhood
devastatingly feminine
built for guys who demand more
for women who are dainty, beautiful, and sweet

Emphasis in the follow-up discussion should be on which of these differences are real and which are concocted by the advertisers.

4. No outside preparation is needed.

Students in the field tests divided the soap brands as follows:

Marketed to Women	Marketed to Men	Marketed to People of Either Sex
Camay Beauty Soap	Irish Spring: A Manly Deodorant Soap	Coast Deodorant Soap
Caress Body Bar with Bath Oil	Lava: The Hand Soap	Lifebuoy Deodorant Soap
Cashmere Bouquet Beauty Soap		Palmolive: Mild All-Family Soap
Dermassage Moisture Bar for Dry Skin		Safeguard Mild Deodorant Soap
Dove		
Ivory Bath and Complexion Bar		
Lux Beauty Soap		
Phase III Deodorant Bar with Cream		
Vel Beauty Bar		
Zest Deodorant Beauty Soap		

In their essays, students can make several different observations. They should be judged on how well they support the points that they make.

Supplementary Discussion

Talk about the names of grooming aids and see if students can recall ones that are specifically for females and specifically for males. These were suggested by other students:

Products for Females		Products for Males	
Baby Magic	Nice n' Easy	Brut	Right Guard
Cashmere Bouquet	Raintree	Gillette Techmatic	Savage
Daisy Razor	Secret	Grecian Formula	Score
Esoterica	Soft Again	Hai Karate	Vitalis
Lady Clairol	Tickle	Macho	
Loving Care			

The flower names, the littleness, the softness, etc., are all used to denote feminine qualities and products. The strength, the weapons, the scientific-sounding names, etc., are used to denote masculine qualities and products. Perhaps students will also think of products such as "Musk" that are now being marketed to both males and females. This kind of marketing may indicate a new awareness on the part of advertisers and makers of bathroom products that many buyers today make a point of rejecting sex-oriented advertising.

CONCLUSION

The students' essays can serve as the groundwork for a summarizing discussion. As you lead the discussion, stress the main point of this lesson, which is that communication includes exaggeration. An extension of this is the circular effect: People begin to believe the exaggerations and to shape their behavior and attitudes to make them fit the exaggerations they see in the media and in the language around them.

LINGUISTIC PRINCIPLE 4: LANGUAGE CHANGES CONTINUOUSLY, BUT IN DIFFERENT WAYS WITH DIFFERENT SPEAKERS (pages 43-64)

OVERVIEW

This last chapter in the book is what all the other sections have been leading up to. With the different kinds of language processes, it would be interesting for students or teachers to bring in other examples. Composition assignment 1 relates to this.

ACTIVITIES AND ASSIGNMENTS

Historical Changes in English about Males and Females (pages 46-47)

The purpose of this section is to establish background information as to how language gradually changes. Rather than have students read the table on page 47, you could present it orally. Students could add their opinions about the present meanings. For example, some speakers do not think that Jock be used to refer to females, but a popular magazine has a column entitled "Jocks" that regularly features females as well as males.

Planned Changes in English (pages 48-50)

Again, this is a reading assignment designed to establish background information about changes purposefully made in English. In discussing this section, point out to students how the process differs from the one talked about in the last section. The two processes are constantly happening and affecting each other.

Planned Changes in Relation to Females and Males (pages 51-56)

Relevant "Comments from Other Students" (pages 58-59)

a, e

Relevant Problems from "Field Work, Analysis, and Discussion" (pages 60-63)

1. Individual work, followed by in-class discussion:
   a. Androgynous--generalization (it might also be considered analogy)
   b. Chauvinist--generalization in its early history, but more recently, specialization
   c. Feminine Mystique--artistic creation
   d. Feminist--analogy
   e. Liberationist--analogy, followed by perjoration
   f. Macho and Machismo--word borrowing

g. Sexism and Sexist--analogy

2. In-class discussion:

   a. This example shows the stereotyping of boys as bad. Neither males nor females should be assigned qualities of behavior or attitudes simply on the basis of sex.

   b. This example is typical of college catalogs. An interesting assignment would be to look at such materials from your own school and to see if changes have been made.

   c. The article about the anniversary appeared on the "Women's Page" of a newspaper, yet the woman is never named apart from her husband. Nowhere in the article could her school friends recognize her unless they knew who she married.

   d. The article about the Steven Stapley family shows that even in an article about a family (usually considered in the women's or mother's domain), the mother may not even be mentioned. This is probably one of the accomplishments that Mrs. Steven Stapley, as a full-time wife and mother who has helped her four sons become successful scouts, is proudest of. Yet she is not mentioned by name.

   e. In newspaper headlines such as the one about "White Man miffed . . .," it is undoubtedly a great temptation for headline writers to use man instead of people because it is so much shorter. Yet this is a reference to both males and females (i.e., people in general). Note also the stereotyped picture of the "Indian" and how this headline is generally offensive to Native Americans.

   f. The fact that a woman is a grandmother really isn't relevant to her academic achievements. Many men who are accomplishing newsworthy tasks are grandfathers, but this family relationship is seldom noted in the stories about them.

   g. This letter is an example of the old assumption that all students are males. It might have read, "If you help only a few of your students to broaden their horizons . . ."

   h. The NCTE guidelines would have preferred the term chair, head, or director (although the latter title belongs to someone else in the organization, so it would not have been appropriate here) for either a man or a woman named to this position.

3. In-class discussion:

   i. Terms usually used for unmarried females are so negative. Perhaps through generalization, bachelor is becoming accepted for both males and females, as in batching it and bachelor apartment.

j. Through official government change, the Pan Am attendants are no longer called stewardesses. A related reason is that airlines have hired a few men for these positions, and these men would probably resent being called "male stewardesses." Notice that in the article the word spokeswoman is used. This is a result of planned change for political reasons. Of course, many would prefer that spokesperson had been used.

k. The change in the census form results from official government action, which recognizes the political reality of the women's movement as well as the social reality that more women today are "heads of households."

l. That Friday is considered an unlucky day because it was named for Freya shows how pejoration might take place when a culture changes. Most people today do not know anything about the origin of the word, and except for Friday the 13th, Friday is considered a lucky day. People are glad to see the end of the work week, as shown by TGIF parties.

m. Founding Parents is another example of official change, but on a different level. However, historians, no matter how sympathetic to the movement to root sexist terms out of the language, have challenged this particular decision. The term Founding Fathers refers specifically to the 55 delegates who met in Philadelphia in 1787 to frame the new Constitution. Since they were all men, it seems reasonable to accept calling them Founding Fathers. Even so, there is probably grass-roots support for the idea of trying to give women some of the credit for founding or settling the United States. It wasn't just forefathers who worked hard. This example, as well as the others in the article, could be explained as planned change for political reasons. This is a good opportunity to show how this kind of thinking is not restricted to sexism: note Red China and Dark Continent, in addition to the line, "Scientists are men who . . .

n. Alternating male and female names for storms is the result of official government change, which is related to planned change for political reasons.

4. Individual work followed by class discussion:

   a. Omission (A) and Stereotyping (C): Girls can also be varsity athletes. Rephrase: "The parents' booster club treated the varsity athletes and their dates to an end-of-season banquet."

   b. Omission (A) and Stereotyping (C): The sentence implies that only girls went or that the singer was a female and only boys went because of the singer being their love-idol. Rephrase: "Over a thousand teenagers screamed and clapped throughout the concert given by the rock star."

   c. Stereotyping (C): Since this job has nothing to do with sex, it isn't necessary to emphasize that one person is male and one is female. Rephrase: "Joan and Phil were co-chairs of the campus drive."

   d. Demeaning (B): There is no way to say this sentence without being sexist, since the whole idea of it is to demean women as drivers.

   e. Demeaning (B): This shows the negative connotations which the word libber has acquired, but it is unnecessary to continue to promote the idea that there is something negative about it. Rephrase: "I believe in equality and fair play."

   f. Omission (A): This makes it appear that all students are males. Rephrase: "Students feel cheated when they sell their books at the end of the year and get less than one-fourth of what they paid for them."

   g. Omission (A): Over 70 percent of the business mail in the United States is opened by females, but is addressed to Sirs and Gentlemen. Dear People, Dear Colleagues, Dear (the name of the company), and Dear Gentlepersons have all been suggested. Many people are turning to a memo form, which skips the necessity for a salutation.

   h. Demeaning (B): It is demeaning for girls to be listed with cars and music as though they were inanimate objects. Rephrase: "In the new season of 'Happy Days,' girls are going to have a more important role. The Fonz gets a car and the gang takes up music."

   i. Demeaning (B): Since being an artist is not a sex-dependent job (very few jobs are), it is a disservice to talk about women-artists as something apart from real artists. Rephrase: "One of the best artists in the country is going to be on campus next semester."

   j. Demeaning (B) and Stereotyping (C): This sentence is communicating a sexist idea, so there is no way to simply rephrase it without its still being sexist. The idea could be changed to something like "Josephine is here on a full scholarship."

The above sentences are only suggestions. There may be several other alternatives that would comply with the guidelines. It is important for students to realize that they are learning an option here, and that no one is going to force them to change their own usage. The information is being taught so that if students want to be nonsexist, they will know how. But they should not be pressured into adopting patterns for the sake of impressing the teacher.

Relevant Composition Topic (page 64)

2. Outside research is necessary: To make this assignment the most effective, some planning could be done in class so that different students would interview different people. A class discussion could follow if the whole class did this topic, or a group report, if only some of the students did it. Their cumulative analysis would be more interesting and would present a fuller picture than the work of only one student would provide.

Conclusion (page 57)

Relevant "Comments from Other Students" (pages 58-59)

b, c, d

Relevant Problem from "Field Work, Analysis, and Discussion" (pages 60-61)

5. In-class discussion: This is an exploratory discussion question that may be interesting to some classes, but not to others if they have no background for conjecturing. There are no right or wrong answers.

Relevant Composition Topics (page 64)

1. An outside source is necessary.
3. The assignment could be written in class as a final "test" of understanding.

Supplementary Discussion

Since this is the last lesson in the unit, the concluding discussion might focus on the entire unit, rather than just on the last few pages.

What have students learned?

Were they surprised at anything?

Do they know more about language change and the principles discussed in each language?

Are they more interested in studying sociolinguistics on a formal or intensive basis?

Have they changed their minds about anything?

Are they going to change their language in any way?

Do not be disappointed if the students say no to this last question. Four weeks is a short time in which to bring about basic changes in lifelong patterns and attitudes.

This unit should be looked upon as the planting of ideas that will need continued nurturance. The unit should be tied into future work, and students should be encouraged to continue to bring in and share observations and clippings about language change and the principles discussed in the various lessons.

For teachers wanting to formally assess how much their students have learned, a test of academic content appears on the next two pages. A photocopy and ditto may be made directly from each page. The test was used in the field testing of the materials, but it has not been formally standardized. This means that it will show only the relative strengths of your individual students. In other words, you will assign grades on a curve within your own class. The answer key is as follows.

1. d 2. d 3. b 4. b 5. a 6. c 7. b 8. a
9. d 10. d 11. b 12. a 13. d

For the fill-in questions, 14-17, give one point for each reasonable example. These answers can come from the essays in the manual, from class discussions, or from individual student thoughts. Some possible answers are as follows:

14. a. Eskimos have more words for snow than American English-speakers because it is more important to them.

    b. When two groups have the same or similar words for something, then it can be concluded that these groups have interacted with each other.

    c. CB radio operators have dozens of words for police officer because they do not want to get traffic tickets.

    d. The fact that names are divided into male and female categories shows that people expect different things from their sons and their daughters.

15. For this question, any of the terms from pages 47 and 56 can be used as examples.

    Explanations of such processes as synecdoche, generalization, specialization, and euphemism could also be given here.

16. An almost unlimited range of answers could be given here. These might relate to language as shown by what pronouns one uses, what one thinks is humorous, what name one is given, whether or not one's name changes upon marriage, what swearwords one uses, and what advertisements and products one likes and responds to. Answers might also relate to nonlanguage matters, such as what career one chooses, what classes one takes, and what initiative one takes in deciding upon courtship and marriage.

TEST ON

CHANGING WORDS IN A CHANGING WORLD

Name: _____

Write the letter of the best answer in the blank to the left.

_____ 1. A sociolinguist is a scientist who studies (a) long-term contracts, (b) how animals communicate, (c) what makes people depressed, or (d) the relationships between language and people's thoughts, values, and cultural background.

_____ 2. Calling women who are committed to the idea of equality in education and employment women's libbers is an example of (a) folk etymology, (b) synecdoche, (c) euphemism, or (d) pejoration.

_____ 3. Using the word Kleenex to refer to any brand of facial tissue is an example of (a) specialization, (b) generalization, (c) pejoration, or (d) amelioration.

_____ 4. For an elementary-school book explaining the theory of evolution, what do you think is the best title from the standpoint of fairness and accuracy? (a) The Origin of Mankind, (b) The Origin of People, or (c) The Origin of Man.

_____ 5. Sally Thompson marries Robert Lowell. After the wedding, which name will communicate the most information about her? (a) Sally Thompson Lowell, (b) Mrs. Robert Lowell, (c) Sally Lowell, or (d) Sally Thompson.

_____ 6. Ethnocentricity refers to (a) a speech defect, (b) the study of word origins, (c) people's emotional identification with their own group, or (d) people's preference for fancy words.

_____ 7. Semantics is the study of (a) the sounds of words, (b) the meanings of words, (c) the grammar of a language, or (d) how words are created.

_____ 8. Metaphors are (a) comparisons that highlight similarities between things, (b) foreign words, (c) the subjects of sentences, or (d) a kind of folk etymology.

_____ 9. Hoping to sound less offensive to ecologists, the government agency in charge of controlling such animals as coyotes changed its name from the Predator and Rodent Control Agency to the Division of Wildlife Services. This is an example of (a) folk etymology, (b) synecdoche, (c) stereotyping, or (d) euphemism.

_____10. When females are referred to with animal names, the animal is likely to be one that is (a) distinctively North American, (b) wild, (c) strong, or (d) small.

_____ 11. The connotations of a word are its (a) morphemes, (b) emotional overtones, (c) opposite meanings, or (d) origins or history.

_____ 12. A presupposition is what (a) the speaker assumes the listener knows and agrees with, (b) people argue about, (c) answers the questions of who, what, when, and why, or (d) comes at the front of a book.

_____ 13. Using the word tough or tuff to compliment someone or something shows how a negative word can acquire positive meanings. This is an example of (a) specialization, (b) generalization, (c) pejoration, or (d) amelioration.

14. Give examples to show how what a person says reveals things about that person's values, personality, and speech community.

a.

b.

c.

d.

15. Give examples to show how American English is constantly changing.

a.

b.

c.

d.

16. Give examples to show how important decisions in your life are influenced by the fact that you are either male or female.

a.

b.

c.

d.